

PROBLEMS IN EDUCATIONAL PRACTICE AND THE THEORY OF TEACHING ZOOLOGICAL SCIENCES

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Annotation

The relevance of this article is due to the problems in educational practice and the theory of teaching Zoological sciences. The effectiveness of teaching zoology and the history of teaching and learning zoology science has been discussed. The opinions and ideas of famous zoologists have been analyzed and discussed.

Key words: zoology, theory of teaching zoology, problems, educational practice, history, descriptive, analytical

Zoology is the study of educational processes, principles and laws. Knowledge of these principles and laws allows the teacher to organize and manage the educational process associated with the course of school Zoology in accordance with modern requirements. Zoology as a science aims to study the knowledge, upbringing and development of students in all disciplines in terms of theory and practice.

At the same time, it is important to know the history of science, the discoveries that led to its enrichment. The effectiveness of teaching zoology at the present time is determined by the fact that students have acquired the biological knowledge, skills and competencies necessary for their participation in educational, labor and social activities. They, in turn, are reflected in the upbringing of students, their worldview, beliefs, attitudes to nature, society and the individual. It is characterized by the level of development of students, their abilities, the need for physical and mental improvement. The purpose of teaching zoology stems from the above factors. Knowing the objectives of teaching zoology allows the teacher to manage the teaching process.

Depending on the subject of Zoology taught in schools, the subject "Methods of teaching zoology" is divided into special disciplines such as "General methods of teaching zoology", "Methods of teaching man and his health" and finally "Methods of teaching general zoology", following unit is divided into methodological disciplines.

The general methodology of teaching zoology includes such issues as the purpose, tasks, content, principles, methods, tools, forms of teaching in all biological disciplines, the history and stages of teaching zoology. Private methodologies focus on the content of a subject, such as age-appropriate lessons, extracurricular activities, extracurricular activities, excursions, the organization of practical and laboratory classes, equipment.

We know that, Zoology also known as animal science and it is the branch of biology devoted to the study of animal life. It covers areas ranging from the structure of organisms to the subcellular unit of life. Zoologists are interested in the biology of particular groups of animals. Others are concerned with the structure and function of animal bodies. Still others study how new animals are formed and how their characteristics are passed on from one generation to another. Zoologists study the interactions of animals with one another and their environments, as well as the significance of the behavior of animals.

Zoology is both descriptive and analytical. It can be approached either as a basic science or as an applied science. Historically, teaching and learning zoology can be viewed as a series of efforts to analyze and classify animals. The Greek philosopher Aristotle is credited with devising the system of classifying animals that recognized similarities among diverse organisms in the 4th century Before the Common Era. Aristotle arranged groups of animals according to mode of reproduction and habitat. Zoology began to emerge as a science in the 12th century and long was dominated by studies of anatomy and efforts at classifying animals. Famous Swedish botanist Carolus Linnaeus developed a system of nomenclature that still is used today — the binomial system of genus and species — and established as a discipline taxonomy, the science of classification according to a predetermined system.

If we analyze the theory of teaching zoology science, in 1859 Charles Darwin's theory of evolution traces the organized study of the animal kingdom from ancient to modern times. Although the concept of zoology as a single coherent field arose much later, systematic study of zoology is seen in the works of Aristotle and Galen in the ancient Greco-Roman world.

In the 17th century Anthony van Leeuwenhoek made a microscope that made it possible to look at individual cells and unicellular organisms. Protozoa were discovered, which were then classified as animals for their mobility. Despite the fact that protozoa are now separated into a separate kingdom, they are traditionally studied by zoologists.

There are several main problems in educational practice in teaching theory of Zoology. They are following:

- The uniformity of the course;
- The initial information is given and the process of its acquisition is carried out at home through a plan, a task;
- Students are passive listeners and do not have independence.
- Students exchange ideas with each other, there is no verbal exchange of ideas;
- Reconnection is not possible;
- Each activity is based on the approach of the average student;
- The content of education is mainly carried out by the teacher.

In conclusion, the facts show that, the theory of zoology assists researchers and teachers to critically reflect on education policy and classroom practice in attempting to ensure best education practice. In short of theory assists researchers with a clearer understanding of a research issues. Problem of educational practice is an area that a science district identifies that focuses on the instructional core, is directly observable, is actionable, and connects to a broader strategy of improvement.

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